

4th Assessment in Higher Education Conference

26 & 27 June 2013

Conference
Programme



AINOL ZUBAIRI



University of
Cumbria 



43. **Understanding student learning from feedback** *Stuart Hepplestone¹, Gladson Chikwa^{2,1}*
¹Sheffield Hallam University, Sheffield, UK, ²Nottingham Trent University, Nottingham, UK
Location: Propel 1 Chair: Ian Jones
44. **Analysis of student comments following participation in an assessed online collaborative activity based on contributions to a series of wiki pages.** *Janet Haresnape*
Open University, Birmingham, UK
Location: Propel 2 Chair: Paul Sutton
45. **Assessment for learning at institutions of higher education: a study of practices among academicians** *Mohamad Sahari Nordin¹, Ainol Zubairi¹, Mohd Burhan Ibrahim¹, Nik Suryani Nik Abd Rahman¹, Zainurin Abdul Rahman¹, Joharry Othman¹, Tunku Badariah Tunku Ahmad¹, Zainab Mohd Nor²*
¹International Islamic University Malaysia, Kuala Lumpur, Malaysia,
²University Teknologi Mara, Kuala Lumpur, Malaysia
Location: Forward Chair: Fiona Handley

Parallel Session 8 27th June 2013 09.50

46. **Students' Perceptions about Assessment and Assessment Methods: A Case Study** *Elizabeth Ruiz Esparza*
University of Sonora, Hermosillo, Sonora, Mexico
Location: Forward Chair: Bridget Hanna
47. **Working together: can collaboration between academic writing/subject specialists improve students' performance in written assessments?** *Carol Bailey*
University of Wolverhampton, Wolverhampton, UK
Location: Proceed 1 Chair: Claire Gray
48. **Student response system used for motivation and learning outcome** *Cecilie Asting, Anna Steen-Utheim, Inger Carin Grøndal*
BI Norwegian Business School, Oslo, Norway
Location: Proceed 2 Chair: Tim Hunt
49. **Emotional Responses: Feedback Without Tears** *Mike McCormack*
Liverpool John Moores University, Liverpool, Merseyside, UK
Location: Accelerate Suite Chair: Anton Havnes
50. **Perceptions of fairness and consistency regarding assessment and feedback in trainees experiencing a difficult or failed professional placement.** *Mark Carver*
University of Cumbria, Lancaster, UK
Location: Propel 1 Chair: Sarah McGuire
51. **An Authentic Assessment Proposal: Current Events as Reported in the News Media** *Rick Glofcheski*
University of Hong Kong, Hong Kong, Hong Kong
Location: Propel 2 Chair: Alice Lau

**45. Assessment for learning at institutions of higher education: A study of practices among academicians**

Mohamad Sahari Nordin¹, Alnoel Zubairi¹, Mohd Burhan Ibrahim¹, Nik Suryani Nik Abd Rahman¹, Zainur Abdul Rahman¹, Joharry Othman¹, Tunku Badariah Tunku Ahmad¹, Zainab Mohd Nor²

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Assessment for learning is a catalyst for reformation in instructional practices (Sahari, 1999), bridges theory and practices (Riley & Stern, 1998), and creates "a shared academic culture dedicated to assuring and improving the quality of higher education" (Ellyn, 2000, p. 2). This paper presents the findings of a national study conducted at higher learning institutions in Malaysia to find out instructor's self-reported practice, and their perceived competence in assessment for learning. Guided by the frameworks on standards in assessment practices and previous studies in assessing teachers' practices in assessment, this study initially adapted a questionnaire based on five standards in assessment practices from the body of literature. The 23 items questionnaires were distributed to over one thousand instructors from thirty three public and private higher learning institutions in the country. The one thousand and sixty four responses to the questionnaires were subjected to both the principal component analysis and structural equation modelling. The principal component analysis indicated that there were four underlying dimensions of assessment practice measured by the data, with 15 meaningful items. Further analysis reports the rank-order of the four dimensions of assessments for learning. Finally, the structural equation modelling indicated that there was a profound influence of perceived competency on assessment practices. The findings of this study are related to instructional interventions and trainings at the national level to strengthen and support competency in assessment amongst instructors at higher learning institutions in the country.

46. Students' Perceptions about Assessment and Assessment Methods: A Case Study

Elizabeth Ruiz Esparza

University of Sonora, Hermosillo, Sonora, Mexico

This paper describes the research carried out in a Bachelor of Arts in English Language Teaching in Mexico. The qualitative study aimed at investigating the students' perceptions about assessment and assessment methods. Related research has studied this topic in regards to preferences and cognitive process levels (Van de Watering, Gijbels, Dochy & van der Rijt, 2008). In addition, Struyven, Dochy and Janssens (2005) found that students' perception about assessment and assessment formats influence students' learning approaches and conversely, these approaches influence their perceptions. These authors also state the importance of gaining insights into students' perceptions about assessment to understand student learning and thus improve teacher educational practices.

The participants in the present study were ten students from the last semester of the four year program. The method of data collection followed Kitzinger's (1994) focus group methodology which involves participants in carrying out collective tasks. The participants were asked to discuss the grading schemes of four teachers from different but related disciplines who taught different subject areas



of the program (linguistics, pedagogy, culture and English language). Using Nvivo, an external researcher validated the theme-driven analyses. Results provided rich insights about the students' perceptions of assessment methods, weighting of assessment components and grading criteria as well as relationships between assessment and subject and assessment and learning.

This study aims to contribute to the existing research literature by offering an educational context that has been largely unexplored. Second, the study raises the problems with the formative assessment and assessment for learning teacher practices.

47. Working together: can collaboration between academic writing/subject specialists improve students' performance in written assessments?

Carol Bailey

University of Wolverhampton, Wolverhampton, UK

In 2011 University X introduced a new model of academic English language support for postgraduates, aimed primarily at those from outside the EU but in many cases accessible to EU and home students too. The EAP (English for Academic Purposes) provision was contextualised as far as possible and in some cases embedded within core postgraduate modules.

One aspect of our provision is formative feedback on assignment drafts. This takes place through face-to-face tutorials and/or online: via email, our VLE, or Grademart (feedback tool within Turnitin). In many cases students receive formative feedback from both their subject lecturer (on content, source use and argument) and their EAP tutor (on language and referencing). This collaborative approach has proved popular with subject lecturers but it has been more difficult to ascertain its usefulness to students.

The aims of this practitioner exchange are to

1. Share experiences of collaboration between academic writing/subject
 2. specialists that seek to improve students' performance in assessments;
- Explore ways of evaluating the impact of such collaboration.

Indicative references

Gimenez, J. (2008) Beyond the academic essay: Discipline-specific writing in nursing and midwifery. *Journal of English for Academic Purposes*, 7(3), pp.151-164.

Gray, L. and Judd, P.L. (2008) Effective English Support for Overseas Students in Engineering Departments. *Innovation, Good Practice and Research in Engineering Education* [online]. Available at <http://www.engsci.ac.uk/downloads/scholarat/ee2008/p055-gray.pdf>

Sloan, D. E. & Porter, E. (2008) The management of English language support in postgraduate business education: the CEM Model (contextualisation, embedding and mapping. *International Journal of Management Education*, 7(2), pp. 51-58.